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State Normal School
Mankato, Minnesota
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PRESIDENT'S OFFICE



MAIN BUILDING — ELEMENTARY SCHOOL

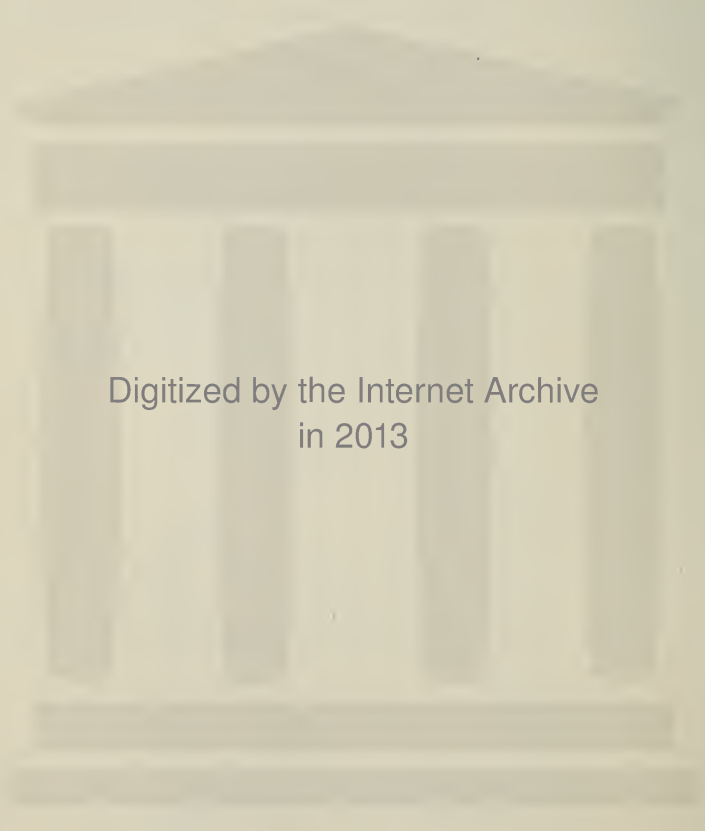
Forty-Fourth Annual Catalogue
of the
STATE NORMAL SCHOOL
MANKATO, MINNESOTA



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For the School Year
1912-1913

ANNOUNCEMENTS FOR 1913-1914



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Minnesota State Normal School Board

C. G. SCHULZ, Superintendent of Public Instruction

ELL TORRANCE, President.....Minneapolis

Term expires 1915.

CARL G. SCHULZ, Secretary.....St. Paul

Ex-officio

LEW A. HUNTOON, Resident Director.....Moorhead

Term expires 1915

TOLLEF JACOBSON Alexandria

Term expires 1915

EDWIN J. JONES.....Morris

Term expires 1915

STEPHEN H. SOMSEN, Resident Director.....Winona

Term expires 1917

JOHN C. WISE, Resident Director.....Mankato

Term expires 1917

CLARENCE L. ATWOOD, Resident Director.....St. Cloud

Term expires 1917

JED L. WASHBURN, Resident Director.....Duluth

Term expires 1917

Calendar for 1913-1914

Summer Term

Entrance examinations and enrollment of
students Monday, June 16, 1913
Class-work begins.....Tuesday morning, June 17, 1913
Summer term ends.....Friday noon, July 30, 1913

Fall Term

Entrance examinations and enrollment of
students Tuesday, Sept. 2, 1913
Class-work begins.....Wednesday morning, Sept. 3, 1913
Fall term ends.....Wednesday noon, November 26, 1913

Winter Term

Entrance examinations and enrollment of
students.....Tuesday, December 2, 1913
Class-work begins.....Wednesday morning, December 3, 1913
Holiday vacation begins.....Friday noon, December 19, 1913
Class-work resumed.....Tuesday, January 6, 1914
Winter term ends.....Friday noon, March 6, 1914

Spring Term

Entrance examinations and enrollment of
students Monday, March 16, 1914
Class-work begins.....Tuesday morning, March 17, 1914
Spring term ends.....Thursday evening, June 4, 1914

The ELEMENTARY SCHOOL will open on the days on which
class-work begins in the Normal Department.

Faculty

CHARLES H. COOPER, A. M., President.....	
.....	School Management and School Law
DEFRANSA A. SWANN.....	Geography
CAROLYN M. ROBBINS.....	
.....	Principal Training Teacher, Grammar Grades
MINNIE SWEETLAND PARRY.....	
.....	Principal Training Teacher, Intermediate Grades
ALICE VIRGINIA ROBBINS, M. L.....	Mathematics
MARTHA V. COLLINS.....	Kindergarten Training Teacher
FREDERICK LYLE SEARING, A. B.....	Latin
NELLIE LOUISE WOODBURY.....	Reading
JOHN A. HANCOCK, A. M.....	Psychology and History of Education
MARY HARRINGTON SCHWARZ.....	Manual Training
KATE H. SPARROW.....	Drawing
ELLEN C. DAVIS.....	Mathematics
MARY LOUISE CLARK.....	Sewing
EDNA SALOME FISCHER.....	Physical Education
HELEN M. REYNOLDS..	Principal Training Teacher, Primary Grades
MARVIN A. NICHOLS, A. B.....	Physics and Chemistry
JAMES M. McCONNELL, A. B.....	History, Civics and Sociology
WILLIAM W. FROST, A. M.....	English
ALMEDA MAY JANNEY, A. B....	Dean of Women, European History
MANFRED W. DEPUTY, A. M.....	
.....	Pedagogy, Director of the Elementary School
GILBERT H. TRAFTON, A. M. M. S.....	
.....	Agricultural Nature Study and Physiography
ARTHUR D. WHEDON, A. B., M. S..	Biology, Curator of the Museum
NANCY C. WILLIAMS.....	Music
JOSEPHINE H. BOWDEN, A. M.....	English Language
JULIA VANCE, A. B., B. S.....	Cooking
KATHERINE CALLAGHAN.....	
.....	Writing, Assistant in the Intermediate Grades
ALICE WILLIAMS.....	Assistant in the Kindergarten
FLORY E. WISE.....	Assistant in the Primary Grades
MARTHA BAIN.....	Assistant in Cooking and Sewing
RUTH JESSUP, B. A. in Ed.....	Assistant in the Grammar Grades

ALICE N. FARR.....	Librarian
BELLE CARRINGTON.....	Secretary and Purchasing Agent
LIDA OSBORN, M. D.....	School Physician
HENRY S. HOLMAN.....	Head Janitor and Engineer
ELNA MALZAHN.....	Assistant in the Library
IDA CONKLING.....	Office Clerk

Additional Teachers for the Summer Session of 1912

GEORGE A. FRANKLIN, Supt. Austin Schools, Arithmetic.
 MERTON P. FOBES, Supt. Marshall Schools, Geometry and Physical
 Geography.
 D. H. HOLBROOK, A. B., East High School, Minneapolis, History.
 ELLA LOUISE FINK, Albert Lea College, Music.
 CHARLES C. BAKER, A. B., Supt. Albert Lea Schools, Civics.
 PAUL E. BOUTWELL, M. S., University of Wisconsin, Physics.
 EMMA C. O'DONNELL, A. B., Mankato High School, Algebra and
 Geometry.
 MARY L. OBERLIN, A. B., Mankato Normal School, Cooking.

State Normal School at Mankato

The school was opened in 1868, being the second normal school established by the state. Its graduates number about 2,750 and several times this number have received in the school more or less preparation for the work of teaching.

Location and Buildings

Mankato is a city of twelve thousand people with all the advantages afforded by a place of that size,—a fine public library, excellent churches, large stores and beautiful parks.

The main building is 275 feet long and three stories in height and contains the assembly room, recitation rooms, laboratories, shop and offices. The rooms and corridors are bright, the ventilation is good, and the building is well kept up.

Directly connected with the main building is the Library erected in 1907. This affords room for one hundred and thirty readers and is used as a general study room as well as the reference room. It is a beautiful room, ninety by forty-five feet, with large fireplace, beamed ceiling and steel cases. The appropriation for this building was \$15,000.

The Elementary School and Gymnasium was completed in 1909 at a cost of \$65,000 and is connected with the main building by a short bridge.

A boiler house costing \$20,000 was erected in 1911.

Daniel Buck Hall, a dormitory for women described elsewhere, will be occupied in June, 1913. The appropriation for the building and equipment was \$75,000.

The Library

The number of volumes in the library is about 13,000. The Dewey decimal system of classification is in use and a dictionary card catalogue makes the books easily available to readers.

A carefully chosen library for the children of the model school occupies a pleasant room adjoining the main library, affording to all

students the opportunity to become familiar with the best literature for children.

A collection of 700 mounted pictures illustrating various subjects in the school course has been classified and catalogued and is a valuable addition to the equipment.

Students have free access to the shelves. The topical method of study which is generally used in the several departments of instruction requires a large amount of reference work. In this way students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian will meet all new students as often as may seem necessary, to give them a working knowledge of the library as early in the year as possible. Some instruction is also given by lectures on library methods and juvenile literature.

A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

The Museum

The museum contains several hundred mounted birds, several hundred bird skins, some of the commoner mammals of the state, a fair collection of amphibians and reptiles, several thousand specimens of fishes, a collection of invertebrates, herbarium specimens and other plant material, a collection of minerals and specimens of Minnesota rocks, a collection of Philippine corals, and numerous fossils.

Expenses

Tuition is free to all students admitted into any of the classes of the Normal Department provided they sign a pledge to teach two years in the public schools of the state. Persons not willing so to pledge themselves may be received on the payment of a tuition fee of \$10 per term. If for any reason the intention to teach is not fulfilled the obligation can be discharged by later payment of the regular tuition fee.

All necessary text-books are rented from the school; the fee is \$1.50 per term, which insures the privilege of the reference and miscellaneous library. Students are advised to bring for purpose of reference such text-books as they may have. Those who wish to purchase the text-books can obtain them at the school at wholesale prices.

Board and Room

A beautiful new dormitory costing \$75,000 has been provided by the State which will be open for the summer session of 1913. This building will be known as Daniel Buck Hall and will furnish the students a tasteful and well-managed home with a refined social life. It will be under the supervision of the Dean of Women who will have a direct personal interest in each girl; parents may commit their daughters to her with confidence.

Board and room will be furnished to eighty-five young women and the dining hall will be open to others who may wish to board there. The cost of board and room will be \$3.75 per week in the most of the rooms, two students sharing a room; there are no single rooms. Rooms on the third floor with one dormer window are \$3.50, and corner rooms with two full windows are \$4.00. Board for outsiders will be \$3.00 a week.

Reservations should be made at once for the summer and for the fall. A deposit of five dollars is required with each application; this amount will be returned to the applicant if she withdraws two weeks before the opening of the term, or will be credited on the first bill. Bills for room and board are payable monthly in advance. Meals to guests are 25 cents each. No discount for absence under one week.

Students rooming in Daniel Buck Hall will be required to furnish towels, soap, napkin rings, dresser covers and additional covers beyond a pair of army blankets. Each room has two closets and all necessary furnishings including a lavatory with hot and cold water. There are ample bath and toilet rooms, steam heat, electric light, and laundry rooms. The health and comfort of the students are carefully looked after. Students are required to take care of their own rooms.

The ordinary price of board in private houses, including furnished room, light and heat, is about \$4.00 per week; a few places are open at a somewhat lower price. Furnished rooms cost from \$5 to \$8 per month, according to location and excellence. Two students usually occupy a room. Men and women students will not be permitted to live in the same house except by special permission, or to board or room with a family not approved by the school. Students should not engage board or room without consulting the dean of women.

New students who have not been assigned to rooms in Daniel Buck Hall should come directly to the office of the president on arriving in the city where they will be furnished with a list of approved places. These lists cannot be sent out by letter.

Class Memorials

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds was filled works of art were selected.

The successive classes since 1901 have presented beautiful stained glass windows for the Assembly Room. The gift of the Classes of 1911 and 1912 were large colored copies of the Holy Grail pictures in the Boston Public Library, three in each group. The Class of 1913 will present additional stained glass windows for the Assembly Room.

The Elementary School

This department, with about three hundred and fifty children enrolled, includes grades from the kindergarten to the eighth. The school is organized in four groups, the kindergarten, the primary, the intermediate and the grammar. In immediate charge are the director and four principals with four assistants, all equipped for their duties by long experience and special training. These instructors supervise and direct the teaching done by the students of the Normal Department and teach a number of classes daily.

Each student before teaching has done, in addition to his academic work and the review of the common branches, at least a term's work in psychology, one in pedagogy, and one in the direct observation of the teaching done by the regular staff and in the discussion of the recitation. This gives the pupil-teacher a substantial basis for his school-room work, viz: a working knowledge, first, of children; second, of the best current theory of the work of a school and of the relations of each part of this work to the whole; third, an immediate knowledge of the work in the grades in the building and of the work to be taken up when he teaches, as well as an acquaintance with the children to be entrusted to his care.

The continuity of the work of the school is carefully preserved by the supervision of the director, the principals and the assistants. Each pupil-teacher is required after a general outline is given to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor and high ideals characterize the work

done by the pupil-teachers, whose training makes them effective and desirable teachers.

The course of study makes it possible to take advantage of the best current ideas on education. Personal attention is given to children deficient in one or more subjects. The children have access to the general library which includes a large number of books carefully selected for children.

Throughout the school course much attention is given to sewing, cooking, manual training; in these subjects the children have the advantages of the normal school equipment and instructors.

The Elementary School building, erected in 1908 at a cost of \$65,000, affords the best facilities for the work. In lighting, heating, ventilation and arrangement it is a model building.

The tuition is one dollar per term in the fourth grade, two dollars in the fifth and sixth grades, and three dollars in the seventh and eighth grades; it is free below the fourth grade. In each grade all needed text-books are furnished.

The Summer Session

It has become the settled policy of the state to keep the normal schools open in the summer for the benefit of teachers in service who may wish to freshen themselves for their work, of high school graduates and others who may desire to begin or continue courses of study in the school, and of graduates of the elementary courses who are planning to secure the full diploma of the school.

The program of subjects has been arranged to meet the needs of all of these classes of persons, and special emphasis is put upon the work needed by rural school teachers. In addition to nearly all of the subjects required for second and first grade certificates, a non-credit course will be given at an hour when all students in the school are free to take it in elementary agriculture. This course can be taken in addition to the two credit courses allowed. The length of the term is six weeks.

The Normal School Board has abolished the second half of the summer session in all of the normal schools. Each class does double work daily in each subject and only two subjects are allowed. The work will be of the same scope and quality as the work of the other terms. The teachers will be largely from the regular school faculty, and all will be of proved excellence and long experience.

A program of classes will be found elsewhere, and circulars will be sent on application.

Diplomas

The Normal School offers a standard course of study covering five years of work beyond the eight grades of the elementary school. This course furnishes a thorough academic training in the subjects usually included in the high school course; the instructors are chosen for their special fitness for the work of training teachers and have in mind the future work of the students as practical teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and theory of education, school management, methods of teaching, with reviews of the common branches, observation of model teaching, and practice work under skilled supervision and criticism. An outline of this course follows, with a description of the work in each department of instruction.

Diplomas are issued to students who complete the course. These diplomas have the legal value of first grade certificates for two years, and on indorsement after two years of successful teaching become life certificates.

A credit of thirty-six units, or three years' work, is given to graduates of accredited high schools; it thus requires two years for such high school graduates to complete the standard course of study and receive the full diploma. But an elementary diploma will be issued to high school graduates who complete twelve specified units, or one year of work. This elementary diploma is valid as a first grade certificate for three years from its date and is not renewable. On completion later of the second year the full diploma will be given.

Elementary diplomas are issued to students who complete thirty-six specified units, or three years' work, of the standard course of study.

Normal School Diplomas as State Certificates

Diplomas of the State Normal School are valid as certificates of qualification to teach in any of the common schools of the state under the following provisions:

- (1) A full diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

- (2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and

by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma a state certificate for life.

Elementary diplomas issued previous to Sept. 1, 1911, to students enrolled before June 1, 1909, will be endorsed for five years after two years of successful teaching. Under the act of 1909, elementary diplomas except as just stated will not be renewed by endorsement, though first grade certificates will be given to their holders on testimony of successful teaching work. Those who secure such diplomas by the completion of three years of the standard course may have them extended for three additional years by completing the fourth year of the course of study.

Under a recent ruling of the State High School Board which is to take effect September 1, 1915, no holder of an elementary diploma will be allowed to teach in the grades which are a part of state graded school or high school systems unless such elementary graduate shall have been teaching in that class of schools before that date. High school graduates who enroll for the elementary course in September, 1913, will be able to qualify for these positions, but they are strongly urged to enroll at the outset for the two-year course and thus secure the standard preparation for their work.

Teachers' Certificates

On completion of two years of the standard course of study a student eighteen years of age may secure a second grade certificate without examination. A first grade certificate may be secured when three years' work have been completed.

High school graduates who have completed one year of the two-years course may secure a first grade certificate. With this opportunity to earn money to complete the course no student is compelled to choose the one-year course because his funds will not be sufficient to maintain him for two consecutive years. This provision and the increasing relative value of the full diploma have led a large majority of the high school graduates entering the school to choose the two-years course.

The State Superintendent of Public Instruction will accept standings from the State Normal Schools in subjects prescribed for teacher's certificates.

Credits at Universities and Colleges

The University of Minnesota and the colleges of the state offer credits amounting to one year's work on the four-year college course to all graduates from the advanced courses of the state normal schools of Minnesota who shall bring certificates from the presidents of the schools showing their fitness for advanced standing. Other universities and colleges will give the same credits.

In the College of Education graduates from the five years course receive credit for a year and a half of work and are able to get the bachelor's degree in two years and two summers. High School graduates who complete the two years of work required for the full diploma will receive two years of credit toward the bachelor's degree.

Requirements for Admission

1. To the First-Year Class.—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or to pass examinations in the subjects of arithmetic, grammar, geography and United States history. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books. County diplomas will no longer excuse their holders from entrance examinations.

In reading they are to show ability to read at sight intelligently ordinary easy prose and simple poetry; and in composition the ability to write a simple essay or a letter correctly and in proper form.

Entrance examinations wherever necessary, will occur on the days fixed in the calendar. All students entering the first-year class will be examined in reading.

Candidates who may be deficient in one subject will be admitted to do partial work in the Normal School, and will be given an opportunity to make up the deficiency in the Elementary School. Candidates who fail in their entrance examinations may enter the Elementary School if they so desire, paying the regular tuition fee.

2. For High School Graduates.—Students who become candidates for the full diploma will be received to the Junior class on presentation of a diploma from an accredited high school or of evidence of an equivalent training. Candidates for the elementary diploma must present high school standings in the following subjects

that are considered essential to the preparation of a teacher for work in the elementary schools; civics, United States history, one physical science (physics or chemistry), and one biological science (botany or zoology.) In physics a full year's work is required; in each of the other subjects not less than a half-year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma. The student must also have studied physiology, but the grade work in this subject is accepted.

3. For Special Work.—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for work of teaching.

4. To Advanced Standing.—Candidates may be admitted to advanced standing after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

Students whose scholarship is poor or who for any reason seem to the faculty unlikely to become successful teachers will not be retained in the school.

First Grade State Certificates.—A first-grade state certificate, valid at the time of presentation, will entitle its holder to credit for a year's work on the standard course or the three-years course; provided (1) that the subjects to be credited shall be designated by the president in conference with the student, and (2) that the average of the certificate must not be less than seventy-five per cent, and that subjects in which the standings are less than seventy-five per cent will not be credited, and the number of credits allowed will be proportionately reduced.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the president.

The Standard Course of Study

See Page 18

The Standard Course of Study as Arranged for High School Graduates

Professional Courses (Arithmetic, Music, Drawing).....	3 units, 180 hours
Psychology and Theory of Education.....	3 units, 180 hours
Observation, Practice and Criticism.....	3 units, 180 hours
English.....	*4 units 240 hours
History and Social Science.....	3 units, 180 hours
History of Education.....	*2 units, 120 hours
Geography.....	*2 units, 120 hours
Nature Study.....	*1 unit, 60 hours
Industrial Work.....	**2 units, 120 hours
School Management and Penmanship.....	1 unit, 60 hours

*One star indicates one elective term of work.

**Two stars indicate two elective terms of work.

24 units of work are required for graduation.

Elective Subjects which may be Substituted for Starred Subjects

To be offered by the several schools as their
resources shall permit.

English and Library Science.....	4 terms
Biological Sciences.....	3 terms
Physical Sciences.....	3 terms
History and Economics.....	3 terms
Mathematics and Astronomy.....	3 terms
Physical Education.....	1 term
Agriculture and Rural Sociology.....	3 terms
Primary and Grammar Grade Methods.....	2 terms

Arrangement of the Course by Terms

Summer Term, 1913

7:45	9:40	2:00
Primary Methods*	Music 3*	Literature 6*
Rural Sociology and Rural School Adm.*	History of Education 1*	Grammar 3*
Arithmetic 3*	History of Education 2*	Civics 2*
Psychology 2*	U. S. History 3*	Advanced Music*
Sewing 2*	Physiography 2*	Cooking 1*
Cooking 1*	Sewing 1*	Psychology 1*
Algebra 1	Pedagogy *	Elementary Agriculture*
Physiology 1	Grammar 2	Arithmetic 2
Physics—Mechanics	Arithmetic 1	Physics—Heat, Light and S
Composition and Rhetoric	Elementary Civics	Zoology 1
Geometry 1	U. S. History 2	U. S. History 1
Geography 1	Algebra 2	Physical Geography
	Geometry 2	Elementary Civics

11:15—Elementary Agriculture. Non-credit course.

*Starred subjects are in the course for high school gradnates.

†A standing in Plane Geometry is required as a condition of receiving a standing in physics.

Cooking and sewing are offered only to students regularly enrolled in the junior and senior years of the advanced courses.

Penmanship classes will be scheduled at different hours. This subject may be taken as an extra.

Standard Course of Study

FIRST YEAR.

Grammar 1 or Latin.	Grammar 2 or Latin.	Botany 1 or Latin.
Algebra 1.	Algebra 2.	Algebra 3.
Drawing 1 or Music 1.*	Reading 1 or Drawing 1.*	Music 1 or Reading 1.*
Physiography 1.	English Composition 1 or Music 2.*	English Composition 2 or English Comp. 1.*
	Physical Education 1.	

SECOND YEAR.

Botany 2 or Caesar.	English Composition 3 or Caesar.	Solid Geometry or Geometry 2.*
Geometry 1 or Literature 1.*	Geometry 2 or Geometry 1.*	Drawing 2 or Caesar.
Arithmetic 1.	Arithmetic 2.	Modern History 2.
Mediaeval History or Drawing 2.*	Modern History 1.	Music 2 or Reading 2.*
	Physical Education 2.	

THIRD YEAR.

Literature 1 or Cicero.	Reading 2 or Cicero.	Literature 2 or Cicero.
English History.	American History 1.	American History 2.
Rhetoric or English Composition 3.*	Manual Training 1.	Manual Training 2.
Zoology 1.	Zoology 2.	Zoology 3.

JUNIOR YEAR.

Chemistry 1 or Virgil.	Chemistry 2 or Virgil.	Civics 2.
Physics 1.	Physics 2.	Physics 3.
Sociology.	Psychology 1.	Psychology 2.
Elective.	Geography 3.	Elective or Grammar 3.*
Physical Education 3.		

SENIOR YEAR.

History of Education 1.	Literature 3.	History of Education 2.
Pedagogy.	Teaching.	Literature 4.
Writing and School Management.		Geography 4 or 5.
Elective.		Elective.
Observation.		

Chorus work throughout the course required of all students.

*Starred subjects are taken by Latin students in addition to the Latin alternatives.

Electives: Cooking 1, Cooking 2, Sewing 1, Sewing 2, Literature 5 and 6, English Language, History 3, School Supervision, Chemistry 3, Geography 4 and 5.

Three Years Partical Course Leading to the Elementary Diploma

FIRST YEAR.

Reading 1.	Drawing 2.	Grammar 2.
Drawing 1.	Physiography 1.	Music 1.
Elementary Civics.	Arithmetic 1.	Arithmetic 2.
Grammar 1.	Elementary Physiology.	English Composition 1.
	Physical Education 1.	

Elementary Civics, Elementary Physiology and Elementary Geography will henceforth be given only in the summer. Mature students may enter the advanced civics and geography if they need the subject for credit. Physiology is included in the zoology courses.

English Composition 2.	English Composition 3.	Literature 2.
Algebra 1.	Algebra 2.	Elementary Agri- culture.
Zoology 1.	Zoology 2.	Zoology 3.
English History.	American History 1.	American History 2.
	Physical Education 2.	
Geometry 1.	Geometry 2.	Training School Work.
Psychology 1.	Pedagogy.	Reading 2.
Geography 3.	Physics.	Physics.
Writing and School Management.	Literature 3.	
Physical Education 3.	Observation.	

High School Graduate Course

FALL TERM.

J. G. 1	J. G. 2	J. G. 3	J. K.
Psychology 1 Grammar 3 Drawing 3 Man. Tr., Cook. or Sew. Physical Education 1	Drawing 3 Civics 2 Music 3 Geography 3	Arithmetic 3 Reading 3 Civics 2 Agr. Nat. Study	Psychology 1 Cooking Kind. Theory Kind. Materials and Handwork Physical Ed. 1

WINTER TERM.

Civics 2 Reading 3 Music 3 Geography 3	Grammar 3 Psychology 1 Arithmetic 3 Cooking or Sewing Physical Ed. 1	Psychology 1 Music 3 History 3 Cooking or Sewing Physical Ed. 1	Music 3 Drawing 3 Elective Kind. Theory Kind. Games Physical Ed. 2
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SPRING TERM.

Arithmetic 3 Agr. Nature Study Pedagogy Writing and Sch. Man. Observation Physical Ed. 2	Pedagogy Reading 3 Agr. Nature Study Writing and Sch. Man. Observation Physical Ed. 2	Grammar 3 Drawing 3 Psychology 2 Geography 3 Physical Ed. 2	Psychology 2 Story Telling Writing Kind. Materials and Handwork Obs. in Kind. Obs. in Grades
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FALL TERM.

E. G. 1	E. G. 2	S. G. 1	S. G. 2
Agr. Nature Study Arithmetic 3 Music 3 Psychology 1 School Management Physical Ed. 1	Reading 3 Psychology 1 Arithmetic 3 Music 3 School Management Physical Ed. 1	History 3 Teaching	Hist. of Ed. 1 Pedagogy Literature 6 Writing & Sch. Man. Observation Physical Ed. 3

WINTER TERM.

Reading 3 Pedagogy Geography 3 Grammar 3 Writing and Obs. Physical Ed. 2	Agr. Nat. Study Pedagogy Grammar 3 Drawing 3 Writing and Obs. Physical Ed. 2	Sociology Hist. of Ed. 1 Literature 6 Elective Physical Ed. 3	Hist. of Ed. 2 Teaching
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SPRING TERM.

Drawing Teaching	Geography 3 Teaching	Hist., Eng. Lang.* Hist. of Ed. 2 Psychology 2 Geography 4*	Hist., Eng. Lang.* Sociology Geography 4* Elective
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Graduate Course in Home Economics

In addition to the two-years or five-years advanced course the following subjects:

Cooking, 3 terms.	Physiology, 1 term.
Sewing, 3 terms.	Chem. and Bacteriology, 1 term.
Drawing and Design, 1 term.	Teaching Home Econ., 1 term.

Electives, 2 terms (allowed if the student chose two electives in Home Economics during the earlier years of the course).

Outline of Work in the Subjects of the Course

Psychology and Education

Psychology 1—The aim in both this and the work of the second course is to acquaint the student with his own mental processes; to develop skill in observing and interpreting the mental phenomena of childhood and of youth; and to develop an interest and appreciation of the points of view of those years.

The first month of the first term's work is given to a brief introductory course based upon Salisbury's text. The remaining two months are given to the study of individual growth and development. The text is Kirkpatrick's *Individual in the Making*. There is an abundant supply of material for supplementary reading and study.

Psychology 2—The second term's work is given a year later, whenever possible, in the senior year. The work is based upon Angell's and Seashore's texts.

A large degree of attention is given to the following topics: Instinct, attention, interest, habit, the learning processes, association, imagination, memory, concept forming, and reasoning.

Lesser consideration is given to: Sensation, the sense organs, the nervous system, suggestion, will, feelings, and such problems of abnormal psychology as sleep, fatigue, nervousness and insanity.

Individual topics are assigned for extended reading, reporting, and the preparation of papers.

History of Education—Both terms' work are based upon the unabridged text of Monroe.

The work includes the account of the different educational movements of consequence in the past, some study of the explanations of those movements, and a general view of the development of culture and of social and educational institutions. Extensive library work is required. Each student makes a somewhat extended and detailed report on some great educational movement or on some great educator's work and influence. The work of the first term extends to the revival of learning. The second term emphasizes this topic and considers the later movements and their leaders, giving much attention to modern educational institutions.

School Management and School Law.—The following topics are taken up in this course: School hygiene, including lighting, heating, ventilation, school furniture, postures and physical exercises, the care of the eye, and contagious diseases; some of the important principles of school law; and a series of conferences on practical phases of school management, including the various relations of the teacher, the program, school organization, school incentives, and the social aspects of the work.

Pedagogy.—This course is intended to give the student some insight into educational principles and their application in the work of the school room.

Among the topics studied are the nature and aim of education; the nature and function of teaching; the structure and function of subject matter; interest, attention, memory and imagination in relation to daily work; modes of learning and the corresponding methods of teaching; securing motives in daily lessons; types of lessons and lesson plans; essentials of proper study.

Observation.—This course is required during the term immediately preceding the student's teaching in the Elementary School.

The work is done under careful supervision with the aim of giving the student an opportunity, first, to make some survey of the entire school and its larger problems; second, to study each department of the school and to observe teaching done by experts; third, to make a detailed study of the work and become acquainted with the children and subject matter in the grade where he will teach the following term; fourth, to see something of the relations of the work of this grade to that of the other grades; fifth, to become so well acquainted with the work and with the spirit of the Elementary School that teaching can be taken up at the beginning of the next term with the greatest economy on the part of the student-teacher and with little loss to the pupil.

Assignment to departments is made at the middle of the term and to particular grades toward the end of the term of observation when the student's fitness, special needs and preferences are well known to those in charge of the work.

Teaching.—During the senior year in the normal school each student must teach satisfactorily in the Elementary School for at least one term if he desires to graduate. While a few days or weeks may indicate the possibilities of the student as a teacher, three months are necessary for him to gain adequate skill in the work of instruction and in the management of a school. In some cases two terms of observation or two of teaching are required, depending on the ability and progress of the student.

The plan is such that each pupil teacher is in the department in which he is working during the greater part of the day, teaching three or four classes and having much experience in room and class management. The work necessitates careful selection and organization of subject matter, the use of approved methods and devices, and the development of tact and skill in the control of children.

In immediate charge of each department is an experienced principal who guides the work of the pupil teacher each day. But while retaining supervision she gives him full control of his work and room as soon as he is competent and encourages his self reliance and originality at all times.

At the close of the day the pupil teachers in the department meet with the principal to discuss their work and to receive such suggestions and criticism as may be needed.

All of this work with its preparation requires much time, hence it is not expected that a student carry more than one subject in the normal school department while teaching.

Grammar

Grammar 1. The Sentence.—Sentences are analyzed that the student may become familiar with the elements of the sentence and the ways in which these elements are combined to make the English sentence. The composition of sentences is used as a means to the same ends. The structure of the sentence is the main feature of the course; but the content and the length of the sentence and the sentence idiom are considered.

Grammar 2. The Parts of Speech.—Classification and the inflection of the parts of speech are studied; and peculiar uses of words and questions of divided usage are taken up.

Grammar 3.—This is the general course for high school graduates. Its purpose is to systematize the knowledge of grammar that the student already possesses and to clear up matters which are somewhat vague. To these ends the whole subject of grammar is covered and various authorities are consulted. Some time is given to methods of language and grammar teaching in the grades.

History of the English Language.—A historical course in which the development of the English language from the Anglo-Saxon, the changes that have taken place and are taking place in the language, and the study of English grammar from the standpoint of the history of the language are the leading features.

Composition

Four courses in composition are offered:

Composition I, II, III.—In all of these courses there is constant drill in composition. Emphasis is laid upon impromptu work. Representative masterpieces in English and American literature are studied.

Rhetoric.—In this course a text-book in rhetoric is used and attention is given to the theory of composition. No work in literature is required beyond the illustrative references. There are weekly or fortnightly themes and occasional impromptu and oral compositions.

Literature

In the following courses the aim is to quicken the student's appreciation of literature. Although the studies are largely cultural and for the sake of literature itself, a distinct effort is made to direct the class work to the special needs of the teacher in the grades. To this end in all courses the student is taught to adapt literary masterpieces to the child's mind, to tell in a simple way the stories of the great novels, dramas or narrative poems that may be read, and to select from both poetry and prose those parts that may appeal to the child's interests.

Six courses in literature are offered as follows:

Literature I.—A study in narrative prose. Novels and short stories are read.

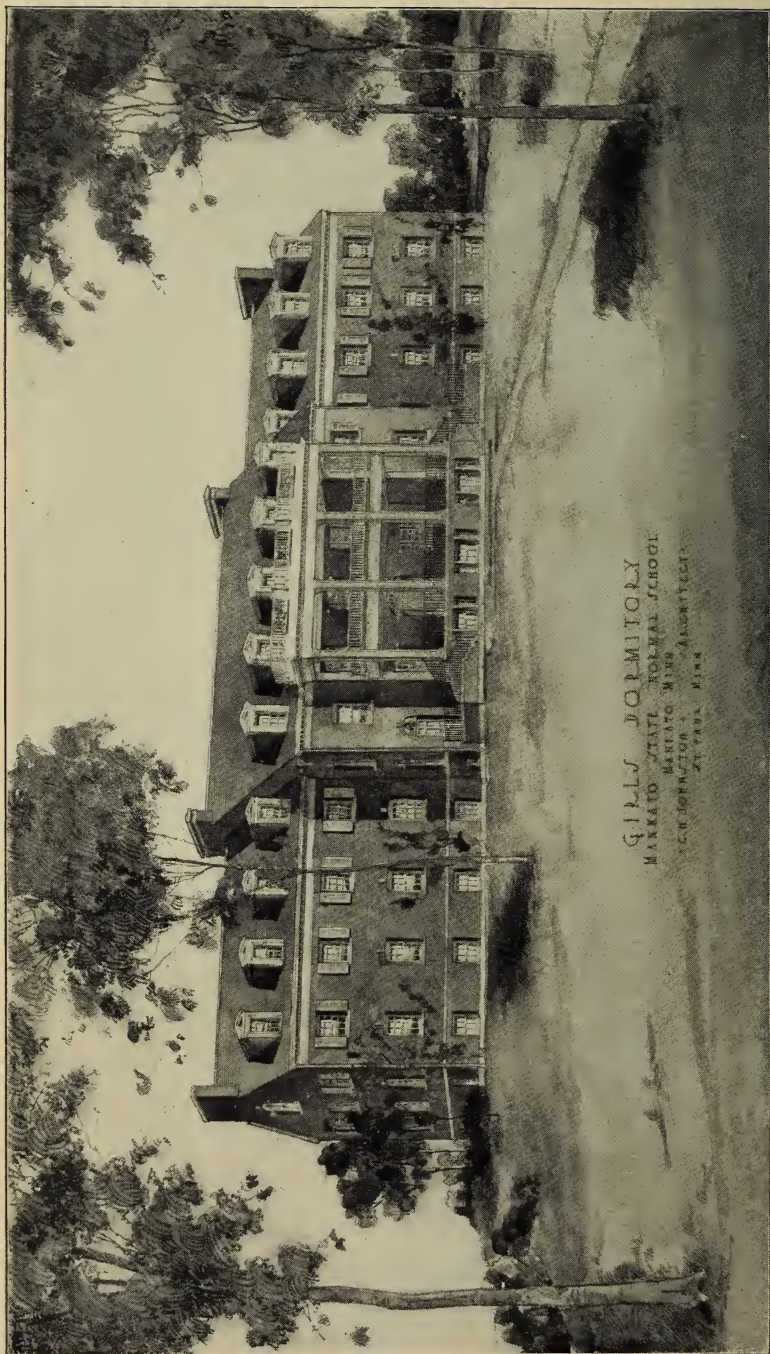
Literature II.—American literature. Masterpieces are read and discussed in connection with the study of the historical development of the literature.

Literature III.—English literature. This course is parallel in design to Literature II.

Literature IV.—A study of Shakespeare. Dramas representing the different periods of the author's work are studied.

Literature V.—A study of Tennyson and Browning. (Elective.)

Literature VI.—A course in children's literature designed for high school graduates. It is an attempt to survey this field of literature, to select and classify the material best suited to the teaching of English in the grades. The real aim of this course, however, is to encourage the student to realize the beauty of children's literature and to come to love it for itself.





ELEMENTARY SCHOOL AND GYMNASIUM

Reading

The course in Reading aims to develop the student's power of thought-getting and thought-giving. No mechanical methods are employed and no show work is done. The endeavor is made to develop power of concentrated thought that will stimulate the student's imagination and emotions, causing a spontaneous response in voice and body. The student is thus led by progressive steps through a natural development to express his thoughts and feelings through his own individuality. His literary taste is cultivated, his imagination strengthened, and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other dramatists are given, and the arts of story-telling and sight-reading are not neglected.

Voice work and responsive work in gesture are given, some time being devoted daily to this kind of drill.

Reading III, for high school graduates, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and discussion of suitable reading material and supplementary reading for all grades, with story-telling and action work and the preparation and conducting of the reading lesson.

Latin

The Latin course covers four years of daily recitation and prepares the student to enter the State University. The aim of the first year is to acquire a thorough familiarity with the inflections and syntax together with a large vocabulary. At the same time attention is given to the study of derivatives. In the three following years there are read four books of Caesar, six orations of Cicero and six books of Virgil. During the second and third years a part of the time is spent in writing idiomatic Latin prose based upon Caesar and Cicero. Instruction is also given in the history of the times and in the organization of the Roman army and the Roman republic as well as in other collateral points. Virgil's Aeneid is read as a beautiful example of Latin literature. The work on this author includes scansion and mythology.

History, Political and Social Science

I. History

Study is directed to such subjects as are most significant in world and national progress in an effort to interpret them, thus laying a foundation for a liberal study of industrial, social and political conditions. The work is based on outline and text with abundant library reference. Carefully directed class discussion is an important feature of the recitations. Due consideration is given to the geographical element in history.

1. **Mediaeval and Modern History.**—Chief attention is given to feudalism, the empire and papacy, the new nations, the crusades, the Renaissance, the Reformation, the rise of Russia and Prussia, the struggle for colonial empire, the French Revolution and Europe since 1815, especially the formation of constitutional states based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

2. **English History.**—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature and in general to lead to a comprehension of the growth of her institutions. The other is to prepare the student for the intelligent study of early American history, since a right understanding of this necessitates a pretty thorough knowledge of English institutions and customs.

3. **American History I.**—The period covered by this course is from 1750 to 1829. Emphasis is laid on the social and industrial life of the country along with its political development to the adoption of the constitution, the formation of which receives special consideration. In the presidential period attention is given to foreign relations, the struggle for supremacy by the federal government, and the industrial and economic growth.

4. **American History II.**—A continuation of the work outlined above, open to those who have had it or its equivalent. It considers first the Jacksonian epoch, dealing with problems of government, the social conditions and the industrial and economic developments. It takes up, second, the period of secession, the civil war and reconstruction.

5. **American History III.**—A course for high school graduates or those who have had the previous courses or their equivalent. Its purpose is to prepare teachers of history in the grades. It

consists of, (1) a liberal study of the reconstruction era and other questions, (2) some study of the pedagogy of history, (3) an examination of subject matter and its presentation in the several grades.

II. Political and Social Science

1. **Civics I.**—An elementary course intended for those who expect to teach without completing the standard course. It counts for credit only on the three year course, and is offered only in the summer term.

2. **Civics II.**—This course represents advanced work and assumes high school graduation or preparation in history equivalent to American History I and II. Attention is directed to the formation and development of the federal and state governments and their dual nature. Local government is treated in its connection with state government. The purpose is to reach a clear conception of the government in its relation to the people.

3. **Sociology.**—An introduction to the structure of society and to the forces that operate to develop or destroy our institutions. Emphasis is laid on the social functions and relations of the home and the school.

Geography

1. **Physiography.**—A brief study of the earth's features, and the agencies that have affected and are now changing them. The course also includes a study of the ocean and the atmosphere, with special reference to climate, weather, and weather predicting. Special emphasis is given in all stages of the work to the geographic influences upon life, particularly human life. The course is supplemented by laboratory work and field trips. The course is designed for first year students in the Standard Course of Study.

Text: Salisbury, Physiography, Elementary Course.

3. **Teachers' Course in Geography.**—An introductory study of the fundamental principles of geography and their relationship to life, with special emphasis upon the human response to geographic environment. Considerable time is given to the study of climate as one of the more important elements in the physical environment. The course is designed to give the student a geographic basis for further study in this department and for individual study as a teacher. The course is supplemented by laboratory work and field trips. It is required in the junior year of all courses and in the One Year Partial Course for High School Graduates.

Text: Salisbury, Barrows and Tower, Elements of Geography.

4. **Economic and Regional Geography.**—A study of the effect of physiographical features, climate, soil, geographical location, and other factors, upon industrial development. The principal commercial products are taken as a basis for the study. Type commodities are traced from their origin as raw material to their final marketing as finished products. Emphasis is placed upon the factors controlling each stage in the process and the resulting commercial and political relations between the countries concerned. The course is conducted so that the student will become familiar with the main geographical facts of each country studied but special emphasis is placed upon the economic geography of the United States.

Prerequisite: Course 3 or its equivalent.

5. **North America and Europe.**—An advanced course in regional geography designed to serve as a type for further individual study by the student. It deals with the location, size, form, relief, mineral resources, soils, and climates of each country. Emphasis is placed upon their relation to the distribution and industries of man, and to the present and future development of each country. The course is so conducted that familiarity with the political geography is secured. Elective. Prerequisite: Course 3. This course may be taken in place of Course 4.

Agricultural Nature-Study

The purpose of this course is to prepare teachers to take up the work in nature-study and elementary agriculture in the public schools. Frequent trips are taken in the fields to study plants and animals in their natural environment, and to learn where material may be collected. This is supplemented by laboratory study of materials indoors. In the class discussions each topic is treated in the following manner: first, the essential facts regarding the subject matter are discussed; this is followed by preparation and criticism of lesson plans; finally, nature-study lessons given to groups of children, either by the instructor or by teachers from the Elementary School, form the basis of class criticism and discussion. The students are put in touch with the best literature on the subject through frequent use of library references as the work of the term progresses.

The following topics are taken up during the course: gardening, birds, insects, trees, forestry, weeds, soils, flowers, corn, bee-keeping, poultry-keeping, aquariums, flowerless plants, seed testing, the work of plants, and the aims of nature-study.

Physics

The work is divided into three parts: (1) mechanics, given in the fall; (2) magnetism and electricity, in the winter; and (3) heat, light and sound, in the spring. The class work is based on text, library reference and laboratory work. The school is well supplied with apparatus for class demonstration and for individual laboratory work, and the general library has excellent reference material for this subject. Prerequisites, algebra and plane geometry.

Chemistry

Elementary Course.—Two terms are required in the junior year. This work includes a study of the properties and reactions of some of the more common elements and compounds illustrative of the more general laws of inorganic chemistry. Supplementing this work, comes a study of the more simple carbon compounds, together with elementary food analysis.

Elementary Applied Chemistry.—A third term, given in the spring, offers some quantitative work in either food analysis, water analysis, soil analysis or a study of the new common processes of dying, to be elected by the student. Prerequisites, high school chemistry, or the elementary work given here.

Biology

The courses in this department are offered under the following conditions: Botany I and II are required of students in the first and second years of the English Course. Zoology I, II and III form a year's work and are required of third year students of all five year courses. Economic Entomology is an elective for seniors and high school graduates. Physiology I applies only on the Three Years Partial Course.

Each biology course requires five periods in the recitation room and two double periods in the laboratory a week, in addition to outside study and field work.

Botany I.—An introductory course covering the more general and important structures and functions of the Flowering Plants. Especial attention is given to the identification and ecological relations of our spring flowers. Some study is also made of such lower plants as are not to be had in the fall.

Botany II.—The structures and activities of typical or economically important forms representing the Algae, Fungi, Mosses and Ferns are studied. Together with and following this work the Seed

Plants are again considered in their relation to the plant as a whole. Some of the fundamental phases of organic evolution are made clear during the course.

Zoology I.—Zoology I, II and III form a year's work involving not only General Zoology but a thorough treatment of animal physiology and an elementary, well rounded view of the principles of Evolution. The courses must be taken in the order named.

Insects are very numerous, attractive and economically important, as well as presenting structures of moderate complexity. For these reasons Zoology I is, while laying the foundations for II and III, given wholly to their study. As far as possible students are required to study insects in the field and to make collections.

Zoology II.—The most important groups of invertebrates are considered beginning with the Protozoa and closing with the Arthropoda and Mollusca. Here the basis is laid for an understanding of the physiology of the more complex animals by the study of protoplasm and its activities, chemical and physical changes, the origin of the various systems and of adaptations. Geological history and the evidences for Evolution are considered.

Zoology III.—Vertebrate animals are covered. The frog is used as an introduction to vertebrate physiology, anatomy and development. The relations of reptiles to birds and mammals is explained. Several weeks are given to work upon our common birds in the laboratory and the field, classifying them and discovering their ecological traits. The remainder of the term is occupied with the structure and physiology of man and the other mammals. The outline of organic evolution is completed and some study is made of the principles of breeding and the origin of domesticated animals.

Economic Entomology.—This course is offered in response to the present demand for teachers trained along agricultural lines. It presents the insect problems of the state, the recent work of the state entomologist of Minnesota and the most important injurious and beneficial insects and methods for their control. The literature of the subject is treated. High school graduates and seniors only will be admitted.

Physiology I.—This very elementary course in the structure, functions and hygiene of the human body meets the requirements for state certificate but is credited only on the Three Years Partial Course. It is given during the summer session only.

Analysis of Foods.—Those desiring work in food principles and the analysis of commercial products are referred to Chemistry III.

Mathematics

Arithmetic.—Two terms are given to this branch of mathematics in the standard course; high school graduates take one term of review and methods (Arithmetic III.) Only those topics are studied that have either practical or cultural value. The student is urged to think clearly without aid from text. Careful analysis is expected; precise written form is insisted upon. While the work consists in a large degree of the subject matter, the best way to teach the subject is kept constantly in mind.

Algebra.—Three terms are given to algebra. The first term's work extends to simple simultaneous equations; the second term completes the work in elementary algebra as given in the text by Slaught and Lennes; the third term's work is advanced algebra. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Music

The work in this department has for its direct object the preparation of our students to teach music in the public schools. One term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as represented in Music I deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work (Music II) in theory and methods involves the subjects of the first terms' instruction from the standpoint of a teacher. Music III is the course arranged for high school graduates. The best methods of teaching music in the public schools are taught with observation and practice in the Elementary School under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

The Glee club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

Drawing

The course in Drawing has been planned to give the students a knowledge of the different lines of the subject adaptable to school work, with the best methods of presentation and development. It is the aim in Drawing I to give a thorough drill in outline drawing that the fundamental principles may be established; to familiarize the students with the characteristics of the arts of the ancients and with the work of modern painters.

Dawing 2 includes work in perspective, mechanical drawing, design, color, charcoal, figure and out-of-door sketching.

Drawing III is the course offered to high school graduates.

Advanced work is given to students desiring further study or for the benefit of those who may wish to make a specialty of drawing.

During the term of teaching in the Elementary School, practice is given either in teaching drawing or in assisting, under the direct supervision of the art instructor.

Manual Training

Convenient rooms well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Manual Training I and II are taken by full course students; Manual Training III is a one-term course arranged for high school graduates.

The work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, mechanical drawing and wood and art metal work, such as will meet the needs of the schools of the state. Classes are organized as needed in weaving and basketry.

The adaption of the work to the mental and physical ability children is given especial attention.

Home Economics

Two suites of rooms have been equipped for this work, which is coming into prominence in the public school systems of the state. The aim is to prepare the young women to teach the elements of the included subjects in the public schools and to train them to be home-makers. The equipment is as complete as it can be made and the laboratories are pleasant, well-lighted and airy.

Cooking and sewing are offered as elective subjects only to students taking the standard courses. One or two terms may be elected in each subject.

Cooking I.—This course is planned to interest the girls in the work of the housekeeper; the importance of economy, neatness, accuracy and deftness is emphasized. Subjects considered: the equipment of a kitchen; the uses and care of utensils and contrivances; a study of the food principles; the preparation of various foods by simple methods; the cost of dishes prepared, table-setting and the service of simple meals.

Cooking II.—Subjects considered: the preparation of foods by more complicated methods; dietaries—planning of meals with reference to locality, food principles, income and size of family; planning and serving of formal meals with special attention to the duties of hostess and waitress. Pre-requisite, Cooking I.

Sewing I.—This course is almost entirely hand work and is intended to prepare students to teach the subject in the grades of the public schools. It includes the making of the various stitches used in plain sewing, different kinds of seams, patching, darning and repairing of garments and many other principles of plain sewing. These principles are applied in the making of various useful articles; during the latter part of the term a little machine work is combined with the hand work in the making of underwear.

Sewing II.—This course takes up dressmaking and includes the drafting of patterns for all kinds of garments and the fitting and finishing of skirts, tailored shirtwaists and the like.

Special Course.—A special course of three years for high school graduates has been authorized by the Normal board and will be offered if a class of reasonable size can be organized. This course includes the subjects of the regular two-year course, and an additional year in Home Economics. The outline of the course is to be found with the outlines of the other courses on a preceding page.

Physical Education

This department aims to put into the hands of the teacher simple forms of rhythmic and corrective exercises, folk dances, and games for use in the schoolroom and on the playground.

Through stimulative exercise we aim to secure for the individual a desire for physical activity and to increase his endurance. Practice of the Swedish "Days' Order" trains the body to prompt and de-

cisive action and to a more healthful and beautiful carriage. Special exercises are prescribed after physical examination.

Physical Education I.—The development and practical application of German and Swedish exercises, drill with light apparatus, and folk dances.

Physical Education II.—Further rhythmic and corrective drill, talks once a week on the nature and value of physical education and its relation to the growing child, and games.

Physical Education III.—The more complicated folk and aesthetic dances, military tactics, and advanced Swedish drill. The work of this term is for personal development chiefly.

Three terms of work in the gymnasium are required of all students, classes meeting four days a week.

Each young woman is required to have a gymnasium suit, consisting of a loose waist and divided skirt gathered at the knees. Shoes must be low and without heels.

The young men of the school play interscholastic games of football, basketball and baseball in season. Teams in basketball, valley ball and indoor baseball are organized for the young women.

The new gymnasium affords the best facilities for this work. It contains a fine basketball court with galleries, necessary apparatus, baths and lockers.

The Kindergarten Course

Special Training for Kindergartners and Primary Teachers

This course offers special advantages to those who wish to teach young children. It gives the usual training in kindergarten subjects and kindergarten teaching and includes the full preparation for primary work. The demand for primary teachers with a kindergarten training is rapidly increasing.

The kindergarten course holds equal rank with the other advanced courses and the diploma becomes a life certificate when endorsed after two years of successful teaching. A high school diploma or evidence of equivalent preparation is required for admission. Ability to sing is required, and it will be to the student's advantage to be able to play the piano.

The following courses are given in the kindergarten department. The remaining academic and professional courses are given by the

special teachers in the normal department. For the full outline of the course see page

Story Telling—This course emphasizes the great importance of the story as an educational factor and aims to make the student acquainted with much of the best literature for young children and with principles of selection, adaptation and presentation that control its use. Continuous practice in telling stories brings power of concentration and freedom of expression. Literature in the Elementary School by Porter Landor McClintock is used as a text. The stories used are chosen from widely varied sources. Recent books by Sara Cone Byrant, Edna Lyman and others as well as the standard collections of Grimm, Dasent, Jacobs, are in constant use.

Theory I.—A study of the interests, activities and capacities of children and the significance of these for educational purposes. Light is thrown upon inherited attitudes and tendencies by a brief study of early racial history. Some of the references used are: Anthropology—Tylor, Some First Steps in Human Progress—Starr, The Origins of Invention—Mason, The Story of Ab—Waterloo, Beginnings of Art—Grosse, The Origins of Art—Hirm, Primitive Music—Wallascheck, etc. The texts used are: The Child—Tanner, The Place of Industries in Early Education—Dopp, The School and Society—Dewey, The Child and the Curriculum—Dewey.

Theory II.—Texts: Froebel's Educational Laws—Hughes, Froebel's Mother Play and his Education of Man. References: Books and magazine articles bearing upon the subject of early education.

Kindergarten Principles—The application of educational principles to the selection of the content of the kindergarten program. Viewing this program as a phase of the school curriculum and seeing the relation which it bears to the courses of study that follow. A critical study of typical programs. Collecting references and planning programs for parents' or mothers' meetings is also included in this course.

Kindergarten Teaching—The kindergarten program is based upon an effort to utilize, interpret, enrich and extend the experiences of the children in connection with their home and out of door life and to direct and train the powers which are ripe for cultivation at this time. Conversation, stories, pictures, songs, games, rhythmic activities, constructive occupations, excursions, etc., are means to this end. The student teacher participates in every phase of kindergarten procedure and the aim is to teach them to account educationally without destroying their essential characteristics.

Songs and Games—Collecting, studying and classifying songs and games which are especially appropriate for young children. Arriving at discrimination in the selection of these and becoming proficient in their uses. Playing games. Dramatizing stories.

Study of Materials—This course aims to show the purposes and values of the materials used in early education and give practical training in their manipulation. Along with the study of Froebel's Gifts and Occupations are included other materials which have been found valuable. The new didactic materials of Madame Montessori are at hand for study and comparison.

Kindergarten Observation—Daily observation in the kindergarten throughout one term as a preparation for practice teaching. Practically all the teaching for observers is done by the supervisor and definite instructions as to what to look for and report upon are given. Constant effort is made to establish connections between theory and practice and to increase the student's interest in child study. Reference reading and classroom discussion accompany this work.

Catalog of Students, 1912-1913

Senior Class

- Olga Altnow, Arlington.
 Blanche H. Andersen, Mankato.
 Clara A. Anderson, West Concord.
 Hildure E. Anderson, Belgrade.
 Mary C. Anderson, Windom.
 Eunice R. Ash, Mankato.
 Ruth L. Austin, N. Mankato.
 Birdie B. Auten, Jackson.
 Rosa M. Auten, Jackson.
 Gladys P. Bailer, Waseca.
 Bessie Benjamin, Hutchinson.
 Gladys V. Benner, Mankato.
 Alice C. Bergman, Comfrey.
 E. Alvetta Besondy, St. James.
 Miriam F. Best, Minneapolis.
 Alice M. Bohan, Mankato.
 Helen G. Bornemann, St. Peter.
 Grace L. Brazier, Mankato.
 William A. Brazier, Mankato.
 Helen E. Britton, Janesville.
 Grace Brown, Park Rapids.
 Ida D. Busse, Shakopee.
 George B. Clarke, Avoca.
 Mayme C. Clarkin, Montgomery.
 Ruby Coon, Mankato.
 Grace L. Covell, Mankato.
 Marguerite Crosby, Madelia.
 Elsie Davidson, Janesville.
 Carolyn Detert, Faribault.
 Elizabeth Deuser, Mankato.
 Julia Devlin, Windom.
 Lucile L. Dillman, Blue Earth.
 Esther Eddy, Morristown.
 Zoe Eddy, Morristown.
 Anna B. Ekle, Mankato.
 Katherine L. Ellsworth, Magnolia.
 Ida S. Erickson, Calmar, Iowa.
 Clara Erickson, Kasson.
 Josephine Erickson, Canby.
 C. Blodwen Evans, Mankato.
 Olwen P. Evans, Mankato.
 Arthur Farisy, Franklin.
 Selma J. Fenske, Mankato.
 Ann E. Finnegan, Tracy.
 Gerhard J. Frandle, Frost.
 Lulu H. Gardner, Dodge Center.
 Anna T. Garvey, Adrian.
 Mary L. Garvey, Adrian.
 Ida D. Gensmer, Caledonia.
 Frieda Gilbertson, Minneota.
 Della S. Gilkey, Prior Lake.
 Creetie L. Gilmore, Mapleton.
 Judith S. Glans, Kasota.
 Ethel Gosslee, Tracy.
 Myrtle B. Grimes, Le Sueur.
 Fred J. Grupe, Mankato.
 Ella S. Guernsey, Worthington.
 Alice Hargraves, Winnebago.
 Olive L. Harriman, Mankato.
 Jessie M. Harter, Mankato.
 Mabel Hayes, Cambridge, Wis.
 Foy F. Headley, Windom.
 Myrtle E. Hedberg, Mankato.
 Selma Heglund, Mankato.
 Mabel Henderson, Redwood Falls.
 Bernard Heppner, Butterfield.
 *Kirk Herrick, Hendricks.
 Luella Hodgson, Mankato.
 Bernice Holly, Hartley, Iowa.
 Edna I. Holly, Hartley, Iowa.
 Cesiiah Hughes, Lake Crystal.
 Hazel Hughes, Le Sueur Center.
 Selma T. Hulebak, Kenyon.
 Gertrude S. Hunter, Redwood Falls.
 Mathilde Huseeth, Kenyon.
 Gladys Iltis, Le Sueur Center.
 Eleanor Ingebretsen, Hutchinson.
 Lillian D. Jensen, Redwood Falls.
 Elsa Jentz, Henderson.
 Alice Johnson, Jackson.
 Bessie L. Johnson, Redwood Falls.
 Veta I. Johnson, Lansing.
 Apolonia Jones, Ottawa.
 Edna M. Jones, New Ulm.
 Ida Jones, Lime Springs, Iowa.
 Katherine M. Jones, Bismarck, N. Dak.
 Mary S. Jones, Minneapolis.
 Florance A. Jordan, Mankato.
 Mary C. Keely, Janesville.
 Lucy C. Kruse, Mankato.
 Elsie M. Langfeldt, Lidgerwood, N. Dak.
 Helen Laurie, Brainerd.
 Mabel Lee, Mankato.
 Luella Leemhuis, Blue Earth.

*Died December, 1912.

Gracia P. Loehl, St. Peter.	Anna B. Ryberg, Kenyon.
Anna Lynard, Mankato.	Mabel J. Schoelkopf, Mankato.
Frances McMichael, Vernon Center.	Anna A. Severance, Crosby.
Emma L. McNeil, Elysian.	Kathryn F. Sheehan, St. Peter.
Nellie H. Madson, Madelia.	Ferne E. Sheldon, Waterville.
Cecilia H. Matz, Waseca.	F. Grace Shepley, Farmington.
Lillian L. May, Adrian.	Lewis L. Shimota, Veseli.
Martha M. Meister, Kasota.	A. Libbie Simon, Owatonna.
Mary J. Meixner, Owatonna.	Ruth B. Simon, Owatonna.
Xenia K. Mellgren, Mankato.	Edna I. Sleeper, Brownsdale.
Bessie B. Menton, Lake Crystal.	Mabel M. Smith, Fair Haven.
Mollie P. Mickelson, Mankato.	Mabel M. Sorenson, Easton.
Elise Ness, Kenyon.	F. Marion Standish, Mankato.
Mary W. Newton, Minneapolis.	Clara J. Swenson, Flambeau, Wis.
Cora M. Odjard, Mankato.	Elvira Tuberg, Mankato.
Timothy O'Keefe, Elysian.	Lyle Turner, Fulda.
Luella H. Olson, Mankato.	Earl H. Vinton, Owatonna.
Freda E. Orth, Lidgerwood, N. Dak.	Martha E. Wachtler, N. Mankato.
M. Caroline Parker, Mankato.	Emma Watters, Mankato.
Isabel O. Potter, Tracy.	Raymond C. Weech, Westbrook.
Isabella Price, Lake Crystal.	M. Angela Weibeler, Belle Plaine.
Agnes Pyne, St. Peter.	Clara K. Wentker, Henderson.
Elsa C. Radde, Minneapolis.	Ruth M. Whitmore, Excelsior.
Hazel M. Rice, St. Peter.	Louise C. Wiberg, Lake Crystal.
Katherine Roberts, Mankato.	Hattie R. Will, Prior Lake.
Orma A. Rohrer, Henderson.	Ferne E. Wise, Blue Earth.
Evon Ryan, Smith Mills.	Lois E. Yeaple, Mankato.

Junior Class

George W. Aakvik, Canby.	Estella J. Bragdon, Mankato.
Lottie M. Amundson, Blooming Prairie.	Marie I. Brainerd, Blooming Prairie.
G. Florence Andersen, Mankato.	Leland L. Briggs, Byron.
Anna A. Anderson, Mankato.	Lillian I. Brockway, Le Sueur Center.
Cora A. Anderson, Wells.	Susan A. Brooks, Minneapolis.
Etta A. Anderson, Le Roy.	Hazel M. Burlison, Mankato.
Ida O. Anderson, Mankato.	Fern C. Burmeister, Mankato.
Helen Armstrong, Northfield.	Goldie A. Busser, Madelia.
Catherine Augustin, Springfield.	Hilda C. Bye, Boyd.
Marguerite E. Bailer, Waseca.	Minnie B. Bye, Boyd.
Esther C. Bailey, Kasota.	Gladys I. Caldwell, Mankato.
Gertrude P. Barden, Waseca.	Mabel O. Caldwell, Mankato.
Hazle R. Beatty, Blooming Prairie.	Pearl L. Carey, Mapleton.
Gertrude Bedessem, Ivanhoe.	Florence Carlson, Litchfield.
L. Clara Berg, Dundas.	Ruth C. Carney, Mankato.
Irene L. Berge, Jackson.	Edna P. Carson, Le Sueur Center.
Blanche C. Best, Lakefield.	Grace L. Chadderdon, Le Sueur Center.
Elvira O. Bierbauer, Mankato.	Laura M. Chadderdon, Le Sueur Center.
Winifred M. Birgin, Blooming Prairie.	Carrie M. Chapman, Murdock.
Grace A. Blenkiron, Heron Lake.	Laura A. Chase, Mapleton.
Nina Bonnell, Medford.	Myrtle M. Christensen, Sleepy Eye.
Amelia Bouchard, New Ulm.	Mary Christenson, Marshall.
Ada M. Bowe, St. Clair.	Florence M. Clark, Austin.
Faith K. Bowen, Vernon Center.	Flora L. Coburn, Fulda.
Ida B. K. Bowen, Vernon Center.	

- Mary B. Coffitt, Fulda.
Ethel Colburn, Minneapolis.
Marie Colbensvik, Clarkfield.
Nellie M. Cole, Amboy.
Nellie C. Collins, Farmington.
Alice S. H. Cotton, Fairmont.
Alice C. Coughlin, Janesville.
Alice M. Cull, Walnut Grove.
Martha Cutting, Sleepy Eye.
Pauline L. Daly, Mankato.
Gertrude Davis, St. Paul.
Esther M. Dawson, Northfield.
Stella H. Dean, St. Peter.
Frances Detamore, Good Thunder.
Myrle Devlin, Windom.
Jeanette DeVries, Excelsior.
J. Clarence Dewey, Canby.
Emma A. Distad, Hayfield.
Gertrude Donovan, Truman.
Mabel M. Dooley, Janesville.
Marian Drake, Blue Earth.
Anna Droege, Hamburg.
Anna M. Dvorak, Jordan.
Clara M. Eastwold, Le Roy.
Selma Eckstrom, Butterfield.
Ruth V. Edgren, Willmar.
Hazel Edwards, Mankato.
Cora M. Elliott, Walnut Grove.
Lulu M. Elliott, Walnut Grove.
Oleta Englerth, Eagle Lake.
Helma A. Englund, Jordan.
Lena Enns, Butterfield.
Georgine H. Erlandson, Maynard.
Sophie M. Erpestad, Windom.
Elsie A. Fairbanks, Winnebago.
Marion Farmer, Pipestone.
Rose M. Farrell, Franklin.
Mary H. Farrington, Waterville.
Margaret V. Feely, Farmington.
Louise Fering, Lamberton.
Tilda Fering, Lamberton.
Anna M. Filberg, Sherburn.
Mabel Finnesgard, Kenyon.
Lulu G. Fitzpatrick, Jordan.
Blanche F. Fletcher, Mankato.
Ella F. Follett, Sherburn.
Daisy L. Footner, Mankato.
Jennie M. Frost, Minneota.
Nora O. Gardson, New Richland.
Addie B. Garlick, Janesville.
H. Lucile Garvin, Berlin, Wis.
Cora A. Geiwitz, Minneota.
Lena M. Gerth, Lamberton.
Blanche I. Gilmore, Pipestone.
Marie C. Gjevne, Grand Meadow.
Florence M. Gleason, St. Paul.
Ruth I. Gleason, St. James.
Mabel M. Gooch, Ellsworth.
Arline J. Gordon, Montevideo.
Bertha Greep, Olivia.
Josephine S. Griffith, Wood Lake.
Ruth M. Grimsell, Welcome.
Bertha E. Grundman, Pella, Iowa.
Tilda Gulbrandson, Hanska.
Lurline L. Gutzler, Waterville.
Alma C. Haesecke, St. Peter.
Grace G. Hale, Morton.
Bonnie N. Hamm, Mapleton.
Mabel M. Hamnstedt, Kasota.
Mayme Hanlon, Franklin.
Grace Harbo, Madelia.
Lillian C. Harker, Appleton.
Frances Harrington, Sioux Falls, S. Dak.
W. Harold Hayes, Medford.
Neva Heath, Elysian.
Ellen Hedren, Lafayette.
Genevieve Heglund, Mankato.
Marie M. Helweg, Fulda.
Nellie F. Henderson, Redwood Falls.
Dorothy Hengen, Fairmont.
Detrich J. Heppner, Butterfield.
Katherine L. Hervey, Minneapolis.
Maud T. Hines, Owatonna.
Bessie E. Hinze, Le Sueur Center.
Florence Hodapp, Mankato.
Robert J. Hodapp, Eagle Lake.
Maud Hoff, Farmington.
Mathilda K. Hoffman, Sleepy Eye.
Lucy R. Holmes, Le Sueur Center.
Beulah M. Howard, Frederic, Wis.
Lillian A. Huff, Farmington.
Ethel M. Hughes, Mankato.
Beulah A. Hunt, Mankato.
Grace Hyatt, Janesville.
Bernice M. Iltis, Le Sueur Center.
Josephine Iverson, Clarkfield.
Clara Jacobson, Tracy.
Katherine J. Janda, Mankato.
Ruth E. Jewett, Minneapolis.
Cary M. Johnson, Lake Crystal.
Earl G. Johnson, Hendricks.
Ellen M. Johnson, St. Peter.
Esther Josephine Johnson, St. Peter.
Hattie C. Johnson, St. James.
Helen A. Johnson, Adams.
Ida R. Johnson, Westbrook.
Laura J. Johnson, Red Wing.
Lena A. Johnson, Lake Crystal.
Mabelle I. Johnson, Litchfield.
Margaret L. Johnson, St. James.
Petrene Johnson, Minneota.
Ruth A. Johnson, Kasota.
Signe V. Johnson, St. Peter.

- Fanny E. Jones, Mankato.
 Florence M. Jones, Mankato.
 Margaret Jones, Lake Crystal.
 Hannah Jordet, Sacred Heart.
 Dorothy Juhl, Fulda.
 Bessie R. Kahn, Hendricks.
 Laura B. Keenan, Bismarck, N. Dak.
 Mary Kelly, Mankato.
 Myrtle Kennedy, Redwood Falls.
 Jessie A. Kenyon, Owatonna.
 Hazel M. Kerns, Lamberton.
 Nellie H. King, Eagle Lake.
 Gertrude Knips, Lismore.
 Levina A. Koonze, Long Prairie.
 Frances Kosmoski, Owatonna.
 Helen H. Kosmoski, Owatonna.
 Pelagia Kosmoski, Owatonna.
 Andrew A. Kozitza, Mapleton.
 Elsie C. Krautkremer, Jordan.
 Harriet A. Laabs, Jordan.
 Mary H. Ladwig, Marshall.
 Angeline M. Lamm, Mankato.
 Lauretta E. Landes, Adrian.
 A. Luella Lane, Smith Mills.
 Gertrude Lawlor, Duluth.
 Edna C. Lehmann, Mankato.
 Edith Lehrer, Springfield.
 Ferne E. Leonard, Kasota.
 Esther H. Little, Dundas.
 Ollie E. Little, Elmore.
 Hazel Lockwood, Alden.
 Evelyn Logue, Owatonna.
 Josie Lokke, Grand Meadow.
 Marie A. Loula, Montgomery.
 Florence M. Lowe, Slayton.
 Jessie E. Lowe, Hadley.
 Katherine B. Luff, New Richland.
 George W. Lundberg, N. Mankato.
 Esther Lundquist, Kasota.
 Catherine C. Lynard, Mankato.
 Winifred M. Lyon, Elysian.
 Alice G. McCain, Watertown, S. Dak.
 Rose A. McCall, Mankato.
 Katherine McCarty, Good Thunder.
 Geneva McClain, Garvin.
 Lylah McDonald, Rosemount.
 Margaret McDonald, Minneota.
 Marie J. McDougall, Elgin.
 Belle McGuckin, Mankato.
 Allie M. McKenzie, Hutchinson.
 Ruth E. McLean, Redwood Falls.
 Mary A. McNamara, Mankato.
 Helen E. MacSeveny, Morton.
 Clara H. Madson, Madelia.
 Della J. Madson, Madelia.
 Mabel S. Madson, Madelia.
 Iva R. Mahoney, Le Roy.
 Antoinette Markson, Owatonna.
 Marguerite Marsh, Mankato.
 Mary M. Marso, Waseca.
 Esther C. Marti, Sleepy Eye.
 Agnes M. Martinson, New Richland.
 Leland L. Massie, Nehawka, Neb.
 Mary A. Maxwell, Fairfax.
 Mabelle R. Meehan, Blooming Prairie.
 Margaret W. Mertens, Jordan.
 Agnes J. Mickelson, Mankato.
 Lina E. Miller, St. Peter.
 E. Vera Mills, Midale, Canada.
 Lois J. Mills, Garden City.
 Viola E. Moll, Sleepy Eye.
 Lottie Moore, Minneapolis.
 Etta J. More, Mapleton.
 Josephine Mountain, Good Thunder.
 Alma L. Mundt, Rochester.
 Jennie M. Murray, Claremont.
 Isla D. Nelson, Mankato.
 Jennie E. Nelson, Sherburn.
 Maurice J. Nelson, Mankato.
 Hazel E. Nicholson, Madelia.
 Florence M. M. Nitzkowski, Mankato.
 Luella M. Nixon, Wells.
 L. Reuben Nostdahl, Mankato.
 Winifred B. Nourse, Jackson.
 Elizabeth M. Noy, Ivanhoe.
 Denah Oie, Sacred Heart.
 Mildred Oleson, Mankato.
 Anna G. Olson, Kasota.
 Ellen Olson, Kasota.
 Mabel F. Olson, Walnut Grove.
 Ruie M. Olson, Blooming Prairie.
 Stella Olson, Mankato.
 Thea Olson, St. Peter.
 Marion Oppegard, Sacred Heart.
 Esther J. Osborne, St. Peter.
 Esther I. Packer, Lanesboro.
 Mabel L. C. Paddock, Mankato.
 Bessie E. Parry, Lime Springs, Ia.
 Winifred C. Parsons, Minneapolis.
 Earl D. Patterson, Faribault.
 Tina Patterson, Springfield.
 P. Melvin Paulson, N. Mankato.
 Joseph R. Pavek, Veseli.
 Amanda Peterson, Sleepy Eye.
 Laura A. Peterson, Dunnell.
 Lillian J. Peterson, Lyle.
 Mabelle J. Peterson, Sherburn.
 Audrey Petrie, Janesville.
 Pauline M. Philipps, Shakopee.
 Delsie M. Phinney, Wood Lake.
 Florence J. Pouliott, St. Paul.
 Zaida I. Price, Janesville.

- Mabel A. Prochaska, LeSueur Center. Clara B. Strobel, Jackson.
 Nora A. Pulver, Kasota. Ida Sundahl, Litchfield.
 Amanda C. Quill, Sergeant. Esther Swanson, Sherburn.
 Helen Quinn, Owatonna. Nora A. Swanson, Mankato.
 Mabelle Ramseth, Elkton. Helen M. Sweetman, Currie.
 Hazel E. Reed, Mankato. Hileve M. Swenson, Kasota.
 Mary V. Regan, Shakopee. Ruth S. Tebbets, Hopkins.
 Blanche Regnier, Marshall. Dora Tenny, Mapleton.
 Eunice L. Rice, Austin. Edna M. Termath, LeSueur.
 Anna L. Roberts, Lake Crystal. Vivian E. Termath, LeSueur.
 Hazel Rockwood, Madelia. Georgia L. Tesky, Granada.
 Claretta M. Roe, Sacred Heart. Ethel M. Thomas, Mankato.
 Bess C. Rogers, Madelia. Jane A. Thomas, Lake Crystal.
 Lilley R. Rotegard, New Richland. Amy Thompson, Jackson.
 Agnes L. Rud, Mankato. Beatrice Thomson, Mankato.
 Jennie M. Rud, Kenyon. Dora Tierney, Fulda.
 Mabel Rudberg, Mankato. Gertrude L. Towler, Farmington.
 Ada F. Russell, Mankato. Lulu A. Townsend, Ivanhoe.
 Eva Ryan, Springfield. Susie E. True, Truman.
 Melville Sanderson, Minneota. Hazel D. Tuthill, Welcome.
 Olive H. Savage, Austin. John R. Valesh, Veseli.
 Adeline B. Schaus, N. Mankato. Ruth M. VanCamp, Winnebago.
 Clara A. Schramski, Janesville. F. Teresa Vetter, Kasota.
 Anna Schroeder, Shakopee. Blanche M. Vinton, Owatonna.
 Eva L. Schulz, Waterville. Esther M. Volk, St. Peter.
 Junita N. Schwan, Good Thunder. Magdalen VonRuden, Owatonna.
 Ellis Schweickhard, Mankato. Mary Wachter, Sherburn.
 Gertrude Schweiger, Springfield. Wesley R. Wachtler, N. Mankato.
 Ethel C. Scott, Volga, S. Dak. Dora J. Wall, Hayfield.
 Mildred M. Scott, Madelia. Alice V. Walter, Medford.
 Ruth V. Scott, Mankato. Ella B. Ward, Owatonna.
 Goldie G. Segar, Madelia. Sophie C. Warweg, Farmington.
 Tilda T. Shaw, Lake Crystal. Anna F. Weber, LeSueur Center.
 Margaret M. Shea, Owatonna. Tressa A. Welch, Brookfield.
 Lillie P. Simons, Elysian. Dorothy Wendelschafer, Cleveland.
 Cecile K. Skipton, Kasota. Elizabeth P. Wheeler, New Ulm.
 Doris Slade, Adrian. Josephine Whitcomb, Atwater.
 Lillian M. Slater, St. Peter. Mary I. Wiberg, Lake Crystal.
 Ruth A. Somers, St. James. Emma A. Wiecking, Mankato.
 Amanda Speer, St. Paul. Belvina A. Wigdahl, Ruthven, Iowa.
 Hattie Spong, Marshall. Carol Williams, Elmore.
 Edna E. Steadman, Centerville, S. Dak. Catherine Williams, Lake Crystal.
 Cora A. Steen, Franklin. Elizabeth Williams, Ostrander.
 Laura Steffer, Arlington. Sadie Williams, Lake Crystal.
 Mary Stenborg, Sacred Heart. Adeline M. Wilson, Janesville.
 Idabelle Stigelbauer, St. Peter. Alma I. Wilson, Mankato.
 Christine Stockman, Plato. Winifred Wilson, Madelia.
 Hazel M. Stockton, Kasota. Irma M. Woodruff, St. Peter.
 Mary Youngman, Sleepy Eye.

Third Year Class

- Alma Abel, Butterfield. Esther Berg, Mankato.
 Alice M. Anderson, Butterfield. Anna M. Brude, Mankato.
 Florence O. Anderson, Mankato. Marinda K. Cantine, Walnut Grove.
 Mary O. Aschem, Canby. Hilda P. Carlson, Belgrade.

Gertrude D. Clements, Mankato.
 Esther H. Ellis, Lake Crystal.
 Mary Jane Ellis, Lake Crystal.
 Eleanor O. Erlandson, Maynard.
 Ada Fields, St. Clair.
 Pearl M. Gjestrum, Mankato.
 Pearl C. Gleason, Nicollet.
 Fannie C. Harvey, Eagle Lake.
 Helga Hellevik, Mankato.
 Inga R. Hoff, Mankato.
 Una Holcomb, Lambertson.
 Anne M. Holgersen, Ruthton.
 Blanche E. Holum, Mankato.
 Eunice Hughes, Mankato.
 Marie R. Hughes, Worthington.
 S. Gladys Hughes, Mankato.
 Paul D. Jamieson, Mankato.
 Lillian A. Johnson, Belle Plaine.
 Lillian E. Johnson, New Ulm.
 Margaret Kern, Mankato.
 Mabel E. Kirby, Kasota.
 Martha T. Kohl, St. Peter.
 James E. Korbel, Veseli.

Clara E. Laabs, Jordan.
 Emil A. Lopic, Veseli.
 Cora A. Larson, Ulen.
 Lois M. McLean, Delhi.
 Gage Mace, Eagle Lake.
 Ida C. Michels, Mankato.
 Ida M. Nelson, Kasota.
 Laura V. Rash, Mankato.
 Cecilia A. Regan, Butterfield.
 Merle Richardson, Lake Crystal.
 Stella M. Roy, Faribault.
 N. Faye Snyder, Mankato.
 Ragnhild Strandskov, Askov.
 Hildure I. Swanson, Lafayette.
 Stella Temple, Mankato.
 Effie Thomas, Mankato.
 Ruby S. Thomas, Mankato.
 Alice Tuberg, Mankato.
 June VanWinkle, Mankato.
 Edith Wilson, Madella.
 Helen C. Zierbarth, N. Mankato.
 Louise M. Zierbarth, N. Mankato.

Second Year Class

Ida M. Anderson, Otisco.
 Ella M. Arneson, Carver.
 Dorothy Badger, Mankato.
 Winifred Bell, Mankato.
 Helen J. Bossuet, Mankato.
 Carietta M. Brewer, Mankato.
 Donnie A. Briggs, Amboy.
 Clara E. Broadbent, Faribault.
 Clara J. Bruels, Mankato.
 Erwin F. Bruss, Mankato.
 Agnes M. Burns, Farimont.
 Joseph Campion Jordan.
 Nina L. Chenoweth, Mankato.
 Blanche Chilgren, N. Mankato.
 Ethel Corbid, Mankato.
 Maude V. Corbid, Mankato.
 Teresa A. Cull, Walnut Grove.
 Raymond E. Cummings, Mankato.
 Myrtle Curtis, Waseca.
 Elsie D. Danielson, Hendricks.
 Leona Darge, Good Thunder.
 H. Lenore Davies, Mankato.
 Myra Dodge, Good Thunder.
 Henry F. Dooley, St. Clair.
 Catherine R. Dorn, Waterville.
 Sybil C. Dotson, St. Clair.
 Nellie C. Evans, Wells.
 Florence Faivre, Welcome.
 E. Mae Felton, Owatonna.
 Jennie Fields, St. Clair.
 Matie L. Fischer, Minnesota Lake.

Theo A. Follett, Truman.
 Sadie Garrett, Mankato.
 Mary L. Gartland, Simpson.
 Sarah Gleason, Litchfield.
 Edward M. Grogan, Mankato.
 Susie N. Groll, Mapleton.
 Ruth Gustafson, Mankato.
 Selmer J. Haagensen, Mankato.
 Ella Hallman, Mankato.
 Minnie I. Hammond, Mankato.
 Flossie J. Harbo, Courtland.
 Harry W. Himmelman, Mankato.
 Nellie B. Hipple, Russell.
 Ruth Holcomb, Park Rapids.
 Cora M. Hoyme, Hills.
 John W. Hubin, Butterfield.
 Adolph A. Jirik, Veseli.
 John A. Jirik, Veseli.
 Esther Johanna Johnson, Judson.
 Fern C. Johnson, Hendricks.
 Hilbert C. Kephart, Good Thunder.
 Lulu M. Kreuer, Good Thunder.
 Daisy J. Lang, Mankato.
 Lydia A. Lange, Mankato.
 Celia A. Langley, Bingham Lake.
 Catherine Laux, Wood Lake.
 Lillian Lehman, Good Thunder.
 Ida Lexa, Lonsdale.
 Mary Lloyd, Mankato.
 Esther H. Loe, Hanley, Canada.
 Stella T. Lundberg, Madella.

Ellen Lutterall, Mankato.
 Anna M. Macbeth, Eagle Lake.
 Edna A. MacDonald, Mankato.
 Bertha L. Maxfield, Mankato.
 Anna M. Moes, Mankato.
 Shirley Murphy, Mankato.
 Marie Nelson, Hadley.
 Marvin A. Northrop, Mankato.
 Ruth E. Nostdahl, Mankato.
 Carol S. Parker, Garden City.
 Polly Pond, Blue Earth.
 Chloris F. Radcliff, Mankato.
 G. Anna Robertson, Kiester.
 Floyd B. Root, New Richland.
 Etta M. Rowe, Rushmore.
 Anna E. Russell, Mankato.
 Stella M. Russell, Eagle Lake.
 Petra Saltness, Boyd.
 Cora A. Schaub, Jeffers.
 Earl A. Scherer, Mankato.
 Edna Schmidt, Mankato.

R. Charles Schwanenberg, Mankato.
 Ruth Sinotte, Mankato.
 Clara I. Skovgaard, Hills.
 Dorothy D. Smith, Mankato.
 Ida Stuvland, Northfield.
 Gladys Taylor, Mankato.
 Dayton A. Thayer, Mankato.
 Bessie A. Thomas, Mankato.
 Joseph J. Turek, Montgomery.
 Mark J. Vaughan, New Market.
 Selma C. Wall, Hayfield.
 Pearl L. Walrod, N. Mankato.
 Ellen G. Walsh, Alma City.
 Roba B. Weaver, Mapleton.
 Raedie Wheeler, Slayton.
 Jessie M. Wilcox, Garden City.
 Elizabeth Wilson, Clements.
 Florence Wingen, St. Clair.
 Kate Woessner Minneapolis.
 Bertha I. M. Wolter, Morton.
 Katherine Works, Mankato.

First Year Class

Jessie H. Alex, Mankato.
 W. Blanche Allanson, Mankato.
 Agnes Alsaker, Madelia.
 Della E. Anderly, Arlington.
 Anges C. Anderson, Mankato.
 Hilda V. Anderson, Mankato.
 Hilma Anderson, St. James.
 Mabel Anderson, Mankato.
 Esther F. Arndt, Prior Lake.
 Emma L. Arnold, Mankato.
 Grace I. Banker, N. Mankato.
 Anna Barkelm, Lakefield.
 Linnae D. Barnes, Mankato.
 Ivyl Bedwell, Mankato.
 Ida B. Bergersen, Mankato.
 Norine M. Biggins, Mapleton.
 John E. Bohan, Mankato.
 Lawrence C. Bolvig, Mankato.
 Leola H. Borchardt, Welcome.
 Ida M. Boughton, Amboy.
 May Boulden, Walnut Grove.
 Zoe Brandenburg, Arco.
 Lillian Brennan, Kilkenny.
 Lawrence Brewer, Mankato.
 Selma M. Bringe, Bricelyn.
 Rose Brudeli, Revere.
 Catherine Burns, Fairmont.
 Mabel Buzzell, Tracy.
 Agnes Byrne, Kilkenny.
 Alice Byrne, Kilkenny.
 Letetia Byrne, Kilkenny.
 Gladys B. Caldwell, Mankato.

Lydia F. Cantine, Walnut Grove.
 Olive E. Carter, St. Louis Park.
 Bessie E. Caven, Good Thunder.
 Ernest L. Chapman, Eagle Lake.
 Lulia Chard, Belle Plaine.
 Clara M. Chenoweth, Mankato.
 Christine Chovitek, St. Leo.
 Marie Christiansen, Alden.
 Gertrude Claffey, Kilkenny.
 Irene Claffey, Kilkenny.
 Jessie M. Cole, Amboy.
 Benedict J. Corbid, Mankato.
 Florence A. Corcoran, Mankato.
 Myrtle E. Corcoran, Belle Plaine.
 Margaret F. Cosgrove, Green Isle.
 C. Vernon Covell, Mankato.
 Leona T. Culbert, Iona.
 Nellie M. Curtis, Winnebago.
 Margaret E. Dackins, Mankato.
 Dora Davis, Mankato.
 Alta Davison, Fairmont.
 Winifred A. Davy, Currie.
 Kathryn A. Dempsey, Windom.
 Martha A. Dempsey, Windom.
 Hertha R. Doepke, Wanda.
 Ferris Dooley, Mankato.
 Eiler Y. Drake, St. Peter.
 Mary J. Duggan, Elkton, S. Dak.
 Edna K. Eichner, Westbrook.
 Monsine S. Eikum, Mankato.
 Ella Ellertson, Madelia.
 Rena Erickson, Granada.

- E. Myfanwy Evans, Mankato.
Clarice L. Fabre, Montgomery.
Agnes Fitcher, Madison Lake.
Hazel M. Flowers, Cleveland.
Mae E. Ford, Wells.
Ernstine Frank, St. Clair.
Mary Frasch, New Ulm.
Lydia M. Frederickson, Hanska.
Bertha Friss, Porter.
Ethel I. Gifford, Maunson Lake.
Lynne L. Gilkey, Prior Lake.
Emma A. Gish, Waterville.
E. Genevieve Gjestrum, Mankato.
Erna L. Godeman, Mankato.
Edith G. C. Gustafson, Winthrop.
Rosella V. Hall, Mankato.
Fannie Halstead, Mankato.
Lucy A. Hardegger, Cleveland.
Holver Haroldson, Delevan.
Leilah M. Harvey, Eagle Lake.
Ida M. Hawes, Granada.
Clifford W. Hedberg, Mankato.
Elizabeth J. Helland, Ruthton.
Esther H. Herbert, Mankato.
Ellen Herrick, Hendricks.
J. Margaret Hickey, Jordan.
Vera R. Hiersche, Mankato.
Bertha M. Hoffman, Mankato.
Alice D. Holm, Slayton.
Jennie M. Holm, Slayton.
Theodora Homan, Adrian.
Stengrim Isfeld, Taunton.
Mary A. Jackson, Butterfield.
Maggie Jacobson, Porter.
Donald G. Jamieson, Mankato.
Elsie Jeffers, Mankato.
Irene A. Johnson, Mankato.
Jessie M. Johnson, Judson.
Mabel Johnson, Judson.
Anna G. Jones, Lake Crystal.
May G. Jones, Mankato.
Eleanor Juberian, Mankato.
Esther Kaufman, Claremont.
Elizabeth Keaveny, Morton.
Ethel S. Kelley, Wells.
Mary H. Kelly, Carver.
Fern Kennedy, Redwood Falls.
Dorothy C. Kern, Mankato.
Maude L. Kerns, Amboy.
Ruth Klages, Mankato.
Hannah B. Knudtson, Good Thunder.
Archie Kramer, Mankato.
Robert W. Ladd, Matawan.
Martha Ladwig, Marshall.
Lester Lang, Mankato.
Augusta O. Langlie, New Ulm.
Esther Larson, Tracy.
Hilda V. Larson, Hanska.
Dorothy L. LeDuc, N. Mankato.
Margaret L. Lee, Mankato.
Edna M. Lowell, Princeton.
Lillian B. Lynch, Smith Mills.
Bernadette M. McGowan, Worthington.
Minnie I. McKennett, Prior Lake.
Rose C. Mahoney, Avoca.
Augusta Marihart, Lamberton.
Matilda Marihart, Lamberton.
Rena C. Maxfield, Byron.
Ruth Mergens, Shakopee.
Elna E. Meyer, Mankato.
Lydia Meyer, Mankato.
Ruth M. Mitchell, Fairmont.
Laura Moeri, Eagle Lake.
Sarah E. Moore, Mankato.
Winifred G. Moore, Mankato.
Luella M. Morrison, Mankato.
Catherine Mountain, Good Thunder.
Della L. Murphy, Mankato.
Eulalie Murphy, Good Thunder.
Marie A. Musser, Eagle Lake.
Lilian C. Nelson, N. Mankato.
Hattie E. Nelson, Askov.
Lucile C. Norton, Alden.
Elmer V. Nostdahl, Mankato.
Veronica O'Connor, Minneota.
Hazel W. O'Rourke, Mankato.
Elizabeth Osborne, LeSueur.
Naomi Owen, Preston.
Helena Paetznick, Paynesville.
Valta Peterson, Mankato.
Selma W. Petrich, Vernon Center.
Marie Pettis, Madelia.
Winent M. Radeke, Princeton.
Arthur W. Randolph, Mankato.
Medora A. Randolph, Mankato.
Elsie A. Read, Eagle Lake.
Olga D. Redel, Waterville.
Edna Rice, Elysian.
Ethel Rice, St. Peter.
Richard Morgan, Lake Crystal.
Myrtle J. Ridgeway, Kinbrae.
Cora Riley, Madelia.
Edna M. Rist, Nicollet.
Essie Roll, Madelia.
Olive F. Roll, Madelia.
Raymond Rowe, Marietta.
Ida Rubey, Springfield.
Anna Rue, Mapleton.
Matilda E. Ryan, Fairfax.
Rudie Saltness, Boyd.
Ella Savold, Hills.
Frieda Schinke, Wells.
Blanche Secrest, Dundee.

Mabel Secrest, Dundee.
Mary A. Shea, Canby.
Hubert Sherratt, Mapleton.
Maggie E. Sherrill, Windom.
Pearl C. Shirk, Bricelyn.
Katherine Shriver, Tyler.
Anna Slaalien, Butterfield.
Bertha Smith, Fairmont.
Irene C. Smith, LeSueur.
Lelia E. Smith, Worthington.
Tracy W. Stahl, Mankato.
Ruth L. Stark, Darfur.
Ida E. Steel, Eagle Lake.
Lillian Stegner, Hendricks.
Anna Stinchfield, Fairmont.
Fylla Strandskov, Askov.
Jennie H. Sullivan, Madison Lake
Meryl Sumner, Winnebago.
Elizabeth M. Sweetman, Currie.
Dora A. Taylor, Mankato.
Anna M. Teitenberg, Wilmot.
Carrie H. Teitenberg, Wilmot.
Lillian C. Teitenberg, Wilmot.

Ruth G. Tesky, Granada.
Theda C. Thayer, Winnebago.
Lily A. Thomas, Mankato.
Martha A. Thomas, Lake Crystal.
Ada Tierney, Minneapolis.
Helga M. Toner, Slayton.
Lydia E. Trenhauser, Mankato.
Edna B. True, Granada.
Lena Twente, Hanska.
Agnes M. Wadd, Waseca.
Edna M. Watts, Fairmont.
Della M. Weinheimer, Mankato.
H. Queen Weinheimer, Mankato.
Cecilia M. Weir, Amboy.
Peter E. Whelan, Nashotah, W.s.
Isabel Wildes, N. Mankato.
Alta G. Williams, Mankato.
Hazel J. Willis, Janesville.
Martha M. Wilson, Lynd.
Delilah Wolfram, Belle Plaine.
Florence H. Wright, Mankato.
Rose Yaxtheimer, Mankato.
H. Hale Yeaple, Mankato.

Special Students

Helen M. Alworth, Mankato.
Minnie D. Busse, Shakopee.
Ellen Eastvold, Dawson.
Charles J. Harding, Mankato.
Alfred R. Iverson, Windom.
Josie I. Manderfeld, Mankato.
Barbara Mansfield, Mankato.

Anna Myhr, Minneapolis.
Sigrid Ostergaard, Tyler.
Mabel Rutan, Mankato.
Kate Sinotte, Mankato.
Anna Wiecking, Mankato.
Martha Wiecking, Mankato.
Alice Williams, Mankato.

Summary of Enrollment

Normal School

Senior Class	133
Senior Kindergarten Class.....	17
Junior Class	335
Junior Kindergarten Class.....	36
Third Year Class.....	53
Second Year Class.....	104
First Year Class	223
Special Students	14
Normal School total....	— 915

Elementary School

Grammar Grades	107
Intermediate Grades	83
Primary Grades	124
Kindergarten	60
	— 374
Elementary School total	1299
Deduct Students counted twice	10
Total enrollment	1289
Enrollment of Normal School, Summer term, 1912.....	464
Enrollment, September to June	560
Number of graduates, 1912-1913	124



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